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ABSTRACT

When the 96th Congress reviews the 1978 Amendments to the Comprehensive Employment and Training Act (CETA), their action may affect the community colleges. Therefore, it is important that community college administrators understand these Amendments. CETA's intent is to provide job training to economically disadvantaged persons to maximize their employment opportunities. Additionally, it provides for maximum coordination between CETA programs and economic and community development. Increasingly, the community college will be working with business and industry to train economically disadvantaged, un- and under-employed persons. College vocational curriculum, scheduling, and admissions may need adjustment to afford better coordination. The CETA Amendments which may be particularly significant to the community colleges are: (1) Title I now emphasizes administrative regulations; (2) it also requires that prime sponsors submit a master plan and annual plans with long-term goals for improving the labor market and economic conditions; (3) it requires prime sponsors to document consultation in planning with public and private program agencies; and (4) Title VII, Section 701, attempts to involve the local business community in CETA activities by providing a Private Sector Council, whereby businessmen function as brokers, advisors, and liaisons between prime sponsors and small business. (AYC)

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THE APPLICATION OF CETA WITHIN CALIFORNIA COMMUNITY COLLEGES AS A LEGAL REALITY

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When the 96th Congress convenes and reviews the Amendments to (H.R.12452) CETA 1978 and its ramifications, the evidence will say the legal action may directly affect the life line of the entire community and junior college system, as well as the 460 Prime Sponsors in the United States.

The direct results of the political tide which restricted CETA fundings, and the amendments of the 95th Congress say we may well find ourselves on the raft with Tom Sawyer. Hopefully, we would be as good a navigator as he. The entire problem could be eliminated by a keen awareness on our parts as community college administrators and by full realization of the impending act as it progresses through Congress.

The complexity of congressional action and resultant federal law intimidates most Americans. It is no wonder, then, that many are confused about recent law which affects them very directly. The CETA Amendments of 1978 is one example of this. These Amendments, however, affect all community college administrators very greatly. Though they may appear complicated in the beginning, the purpose of this paper is to define what these changes in the law are and the basic design of CETA is to you, the community college administrators, who will be directly affected.

The CETA 1978 Amendments are, however, a legal reality. We have often heard that "ignorance is no excuse" for breaking or ignoring the law. Therefore, to learn and share information is a very real and solid reason for clarifying these Amendments for ourselves and our institutions, in order to learn to minimize confusion, and maximize efficient use of tax dollars which are not as readily available for "any" purpose as they might once have been.

The following is the basic working definition amended act of what CETA is, following the 1978 substitute Amendments from House Bill 284-50 on September 22, 1978:

> "It is the purpose of this act to provide job training and employment opportunities for economically disadvantaged persons, unemployed or underemployed persons which will result in an increase in their earned income, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible, coordinated and decentralized system of Federal, State, and local programs. It is further the purpose of this Act to provide for maximum feasible coordination of plans, programs, and activities under this ACT to provide for the maximum feasible coordination of plans, programs and activities under this Act with economic development, community development and related activities such as vocational education, vocational rehabilitation, self-employment training programs and social services programs."

Congress has addressed the national priority and it is clear: all Americans who need training must have access to this training. The funds made available for this training have been funneled by local educational agencies (LEA) which includes the community colleges, and as will be explained later in this paper, there will be job-training and on-the-job training available in many instances through the private sector. Therefore, there are instances in which the Community College will be working in conjunction with trained and professional business representatives in the effort to train the target population. The target population includes all Americans. This includes those not previously serviced by this kind of program. The definition of "disadvantaged" has been expanded to include persons who are not overtly disadvantaged in the traditional sense. Community colleges must adjust curriculum development and provide open-entry, open-exit classes to service this target population.

An effort must be made on the part of the community college to make vocational and job training available through the co-ordinated billions of dollars available through the federal government for this purpose, and this purpose only.

There will be follow-up studies conducted on the students who enter the ocmmunity college or are connected with the community college in obtaining job training. This is for the purpose of obtaining the success rate of the training programs instituted, as well as for the purpose of strict fiscal accountability. The Amendments specify heavy emphasis on proper program administration.

In the past there have been some misconceptions about CETA monies and programs. The real purposes of CETA are to provide a work record for people who are unable to get a first job (young people, veterans, handicapped, or college graduates), to make their services available to communities, and to generate income for purchasing power in the communities. The misconceptions are due to the number of various agencies and programs that have existed in the past and to the too many vaguely "governmental" restrictions and agencies of one sort or another. CETA candidates will be healthy Americans ready to work, but either un- or underemployed. Many will need basic skills training, although the main thrust of their needs may be more along the lines which have been considered strictly "vocational" training in the past. Many may have an initial sense of trepidation, entering a college campus where one who has not achieved some of the basic skills might feel fear. Supportive services for them are essential to keep them in the program and to enable them to achieve their goals.

It is felt that with commitment on the part of the educational administrators, educators, the community, and private industry, we are going to achieve success. The Amendments create a challenge for many, and they also create an opportunity to address the real needs of the people as mandated by proposition 13. It is felt by Congress that the tax revolt wave across the nation indicates that the people want less waste. First, less waste of government money and, secondly, less waste of our most valuable national resource: the vast numbers of unutilized potential workers and taxpayers in the United States.

COMPARATIVE SIGNIFICANT AND SPECIFIC CHANGES,
COMPREHENSIVE EDUCATION AND TRAINING ACT

In 1977, in California, Governor Brown's Office received $9.8 million for 5% Vocational Education Training, of those funds only 18 community colleges, of the 107 in California was used serving 2,707 students of a number of 10,333 presently attending the Community College total of 21%. The $1.6 million was disbursed to 110 schools, two were Community Colleges, four were K to 12 and all of the rest were to private training schools. Of the 39 Prime Sponsor subcontractors in California, there is no data for any California Community College Programs.

The above is indicative of the amount of confusion that causes some of the needed changes. There is now focus on administrative regulations in Title 1, Part C, which covers audits, investigations, and complaints. Title I of the Amendments also contains regulations which formerly were Section 94.0 of the original Act (CETA, 1973)

Title 1 of the amendments is now called "Administrative Provisions," where Title 1 of the original was "Program." Under Title 1, Section 103, Comprehensive Employment and Training Plan, is the section of the plan with which ALL community college administrators should be familiar.

Further, under the amended Title 1, the prime sponsor must submit an employment and training plan. The plans submitted shall be a Master Plan and an Annual plan. The Master Plan is a long-term charter that the prime sponsor operates. The plan shall provide the geographic and demographic characteristics of the population to be served. A comprehensive labor-market data analysis and assessment of the economic conditions and potential job-employment growth in the area to be served must be provided. The plan will also include long-term goals for the improvement of labor market and economic conditions.

The prime sponsor must include documents that describe the method and arrangements which shall be used to avoid duplication of efforts or part-utilization by means of education and training, both public and private, including facilities and programs agencies. The plan must also document a continuing process of consultation with these agencies not by just a representative on the prime sponsor's board.

The Title 1 amendment clearly states that the community college is to co-ordinate with the college's existing federally funded programs in order to avoid duplication of spending.

The time for Community Colleges to become involved is now. By the end of November, 1978 all 39 CETA Prime Sponsors in California would have received their $25 thousand planning allocations. These planning monies required that post secondary Administrators be represented on their new Private Industry Council (PIC). The reauthorization is known as Private Sector Initiative (PSI). Title VII, Section 701;

> "It is the purpose of this title to demonstrate the effectiveness of a variety of approaches to increase the involvement of the business community, including small business and minority business enterprises, in employment and training activities under this Act, and to increase private sector employment opportunities for economically disadvantaged persons."

To increase active and skilled employment within the private sector is to remove some of the burden created by the growing number of public workers.

This Amendment, the Private Sector Initiative (PSI) will provide direct action by private businessmen who will function as brokers and advisors to prime sponsors and small business. This will be carried out through a board, the Private Sector Council. Some of the functions to be performed by these members who will act as liasons are as follows:

To function as job developers, to elicit or solicit active participation from the small business companies, to provide training and technical assistance for small businesses in order to assist them to become involved with CETA, thus providing on-the-job training in conjunction with community college courses supporting the training.

The liaisons will assist with the designing of new programs and form linkages between prospective unions and joint apprenticeship councils. They also will assist in job placement when the training period is over.

Part of their responsibility will be to help eliminate the kind of division which has arisen in communities where the private sector and/or community colleges have not participated in planning. They would be directly responsible for enabling employers to take advantage of the targeted jobs- tax credit designed to encourage them to hire persons from groups which traditionally encounter difficulties in the labor market.

Most importantly for community colleges, the liaisons from the Private Sector Council under Title VII amendments will provide a linkage between the private sector which may provide on-the-job training and the community college administrator. They may assess curriculum for possible updating or apprise the institution of appropriate curriculum in order to meet the needs of the employer and the trainee.

If community college administrators do not foresee the implementation of CETA as a large portion of their responsibiltiy, they should expect that it will be mandated.

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